

**SOUTH DAKOTA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

**Roslyn School District
Continuous Improvement Monitoring Process Report 2005-2006**

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Dates of On Site Visit: September 20, 2005

Date of Report: November 9, 2005

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by the Office of Special Education. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- Pre-school screening data
- Comprehensive plan
- Student files
- S.D. Department of Education child count –table G

- District student enrollment table G
- Exiting information table H
- SAT9 and Dakota STEP participation rates table D
- General district information table A
- Placement alternatives table F
- Suspension and expulsion data table C
- School district administration records for paraprofessionals
- Teaching certificates on file in school district office
- Paraprofessional certification on file in school district office
- Teacher surveys
- Parent surveys
- Student file review tabulation
- Folder for South Dakota Education Service Agency region one

Promising practice

The steering committee concluded paraprofessionals and teachers who work with children with disabilities are fully licensed and certified.

Meets requirements

The steering committee concluded the district has ongoing child find procedures to locate, identify and evaluate children with disabilities, ages birth to 21 years old. The district uses various ways to inform parents of pre-school screening opportunities including letters, phone calls, publications and contacting Head Start and Birth-3 Connections. The district's comprehensive plan addresses pre-referral and referral processes and has no students who have been suspended or expelled.

The district has three students placed in out of district facilities. There are no children enrolled in private schools by their parents. The district consistently attends out of district IEP meetings ensuring special education and related services are provided to students.

The steering committee concluded training is provided for general and special education staff according to personnel needs in order to make progress toward meeting the state's special education performance goals and indicators. Training opportunities include Educational Testing Service ParaPro Assessment Test, STEP Academy for Paraprofessionals, 6+ 1 Writing Traits, Curriculum Mapping, and opportunities to attend the Special Education Convention in March 2004.

Validation Results

Promising practice

The monitoring team could not validate the district's practice of hiring certified staff training as a promising practice. Ensuring an adequate supply of qualified special education, regular education and related services personnel is a regulatory requirement.

Meets requirements

The monitoring team validates the steering committee's findings under general supervision.

Out of compliance

ARSD 24:05:17:03. Annual report of children served In its annual report of children served, the division shall indicate the number of children with disabilities receiving special education and related services on December 1 of that school year.

24:05:27:08. Yearly review and revision of individual educational programs. Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.

The monitoring team was unable to validate an individualized education program plan was in effect on December 1, 2004 for 1 student listed on the 2004 child count.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- School district comprehensive plan
- Data by age and placement alternative table I
- Suspension and expulsion data table C
- Survey for parents
- Student file review

Meets requirements

The steering committee concluded that the district provides free and appropriate public education to all eligible children with disabilities.

The steering committee concluded no students have been suspended or expelled.

Validation Results

Meets requirements

The monitoring team agrees with the areas identified as meeting requirement for free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- Student file review tabulation
- Regular education tabulation
- Parent survey tabulation
- General district information table A
- Student files

Meets requirements

The steering committee concluded the district meets requirements in the area of appropriate evaluation. Notices sent to parents contain the necessary information and the district ensures proper identification of students through the evaluation process.

Needs improvement

The steering committee concluded the district does not consistently assess in all areas listed on the prior notice/permission to evaluate. The district does not consistently evaluate in the area of transition when it is needed to ensure a comprehensive evaluation. The district also administers evaluation not listed on the prior notice/permission to evaluate. Functional reports are not consistently provided to parents.

The district does not consistently follow procedural requirement during the reevaluation process. Prior notice/consent for evaluation does not consistently include evaluations necessary all areas of suspected disabilities.

Validation Results

Meets requirements

The monitoring team validates the steering committee finding that the district ensures proper identification of students through the evaluation process.

Through file review the monitoring team determined the district consistently assesses in the area of transition. In 3 of 3 files reviewed requiring transition evaluation the necessary transition evaluations were completed.

Through file review the monitoring team determined the district provided evaluation reports to the parents in 100% of the files.

Needs improvement

The monitoring agrees with the steering committee findings under appropriate evaluation. In 1 of 7 files reviewed the district did not evaluate all areas listed on the prior notice/permission to evaluate. In this file the prior notice/consent for the 2003 evaluation listed the area of adaptive behavior as an area to be evaluated, but there was no evidence of this area being evaluated.

In 1 of 7 files reviewed the district used additional information (medical) as part of the eligibility determination but this medical information was not listed on the prior notice/consent for evaluation or on the prior notice for the eligibility determination meeting.

Out of compliance

24:05:25:06. Reevaluations. Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation agreed to by the school administration. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of: (1) Determining whether the child continues to have a disability; (2) Determining whether the child continues to need special education and related services. If no additional data are needed to determine continuing eligibility, the district shall notify the parents of that

determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE.

Through file review the monitoring team determined the district did not consistently follow evaluation requirements prior to dismissal. In 2 of 2 files evaluation to determine continued eligibility did not occur prior to dismissing the students from special education.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- Survey for parents tabulation
- Parent rights document from Division of Education July 1999
- Student files
- Student file review tabulation
- District comprehensive plan

Meets requirements

The steering committee concluded the district consistently ensures procedural safeguards are followed. Parents are informed of their rights under IDEA. If no parent can be identified, the district ensures the rights of the child by appointing a surrogate parent. Parents are informed they have the opportunity to inspect their child's records

The steering committee concluded the district's comprehensive plan has policies and procedures in place for responding to complaint actions and requests for due process.

Validation Results

Meets requirements

The monitoring team concurs the district has policies in place to address complaint procedures, appoint a surrogate parent if the need should arise and consistently inform parents of their rights.

Out of compliance

24:05:30:04. Prior notice and parent consent. Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

Through file review, the monitoring team determined the district did not consistently follow procedural safeguards for initial placement and dismissal. In 1 file the district provided special education services to a child without parental consent for placement into special education. In a second file there was no prior notice for a meeting in which reevaluation results were discussed and the student was dismissed from services.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Student file reviews
- Comprehensive plan
- Table K

Meets requirements

The steering committee concluded the district consistently meets requirement in the area of individualized education program. The district consistently provides five day written notice to parents regarding the IEP meeting, ensures the IEP team is comprised of the appropriate team membership, the IEP contains all required content and ensures transition plans are in place for students to prepare them for post secondary activities.

The steering committee concluded that the district consistently ensures an appropriate IEP is developed and is in effect for each eligible student.

Needs improvement

The steering committee concluded the district does not consistently inform parents that transition planning will be addressed as part of the IEP process in the prior notice for the IEP meeting.

Validation Results

Meets requirements

Through file review the monitoring team concurs with the steering committee findings as meeting requirement under the Individualized Education Program.

Through file review, the monitoring determined the district consistently informs parents that transition planning will be addressed as part of the individualized education program meeting. In 5 of the 5 files reviewed needing transition planning was documented on the prior notice for the meeting.

Out of compliance

24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section.

Through file review, the monitoring team determined the district did not consistently provide justification of why the student services cannot be provided in the regular classroom in 4 of 11 files reviewed. Statements such as “Student needs to come to the Resource Room for assistance with general education subjects.” and “..team rejects placement of therapy lessons in the home due to distractions from the brother...” do not explain why the student will not participate with nondisabled children in the general curriculum.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Table F placement alternatives
- Student files
- Student surveys
- Comprehensive plan
- Teacher surveys

Meets requirements

The steering committee concluded that the district meets requirements under the provisions for least restrictive environment.

Validation Results

Meets requirements

Through interview of staff the monitoring team concurs with the steering committee findings under the principle least restrictive environment. Through interview district staff indicate the emphasis during individualized education program meetings is to provide services within the general classroom to the fullest extent possible.